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AUTHOR Lore, Rosemary
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ABSTRACT

The purpose of the 1991-92 Columbus (Ohio) Public Schools Full Day Kindergarten program was to improve the level of achievement of first-grade pupils by providing an additional half-day of kindergarten experience for 952 pupils in selected schools. This extra time allowed the students to participate in activities that were designed to enhance their growth and achievement; to give instruction in performing and creative arts, humanities, and ethics; to provide activities in physical fitness and health; and to give pupils the experience of participating in community service projects. One specific program objective was to have at least 50 percent of the pupils who attended the program demonstrate an awareness of early concepts about print by completing at least 12 of 17 items on the Balloons test (a concepts test about print assessment) at least 80 percent of the time. This objective was achieved by 676 of the 775 pupils who met the attendance criterion, for a success rate of 88 percent. Six appendixes provide: (1) a sample pupil attendance card; (2) a homeroom absence total report; (3) a 1991-92 pupil roster; (4) a sample pupil data sheet; (5) a scoring sheet for the Balloons test; and (6) an orientation inservice evaluation form for teachers. (MDM)

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Elementary and Secondary Education Act--Chapter 2

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
FULL DAY KINDERGARTEN PROGRAM

1991-92

Written by:

Rosemary Lore
Professional Specialist

Under the Supervision of:

E. Jane Williams, Ph.D.

Data Analysis by:

Kathy L. Morgan
Professional Specialist

Under the Supervision of :

Richard A. Amorose, Ph.D.

Columbus (Ohio) Public Schools
Department of Program Evaluation
Gary Thompson, Ph.D, Director

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Elementary and Secondary Education Act--Chapter 2

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
FULL DAY KINDERGARTEN PROGRAM
1991-92

ABSTRACT

Program Description: The Full Day Kindergarten (FDK) program served 952 pupils. Funding of the component was made available through the Elementary and Secondary Education Act--Chapter 2 of Title I.

The purpose of the 1991-92 Full Day Kindergarten (FDK) program was to improve the level of achievement of first-grade pupils by providing an additional half-day of kindergarten experience for pupils in selected schools. This extra half day provided time for pupils to participate in more language enrichment activities and to have more opportunities for engagement in group learning. Chapter 2 funds were allocated for the school year 1991-92 to pay only for time beyond that required in the minimum standards. This program was an expansion of the regular kindergarten program which was required by the state minimum standards.

Time Interval: For evaluation purposes, the instructional period for the FDK program started on September 30, 1991, and continued through April 3, 1992. This gave an evaluation time period of 117 days. To be in the sample, pupils must have attended at least 80 percent of the instructional period stated above and have taken the criterion-referenced spring test.

Activities: Activities were designed to enhance a pupil's personal growth and achievement; to give instruction in performing and creative arts, humanities, and ethics; to provide activities in physical fitness and health; and to give the pupil the experience of participating in community service projects.

Objective: One program objective was developed for the FDK program. Objective 1.0 stated: At least 50 percent of the kindergarten pupils who attend the program at least 80 percent of the instructional period will demonstrate an awareness of early concepts about print such that they will successfully complete at least 12 of 17 items on the Balloons test. Successful completion of at least 12 of 17 items is considered appropriate for promotion to grade 1.

Evaluation Design: The objective was measured through the administration of the Balloons test, a concepts about print assessment. This was a criterion-referenced test with 17 items covering early concepts about print. Pupils were tested in Spring 1992. An especially written "trade book" called Balloons was developed by two Federal and State Program coordinators to measure early concepts about print awareness of kindergarten pupils in the local district. The results of the criterion-referenced test were analyzed in terms of the minimum, maximum, median and mode of the raw scores and the number and percentage of pupils meeting the criterion for Objective 1.0.

Major Findings: Pupil census information indicated the program served 952 kindergarten pupils for an average of 27.5 hours of instruction per week. The average daily membership in the program was 865.1 pupils. The average days scheduled (enrollment) per pupil was 106.3 days, and the average days served (attendance) per pupil was 98.9 days. Although there was a headcount of 46 teachers in the program, the full time equivalency was 20.5 funded teachers. The average number of pupils served per full time equivalency teacher was 46.4. The attendance criterion was met by 775 pupils, which was 81.4% of the 952 pupils served.

Objective 1.0, dealing with achievement performance of the Full Day Kindergarten program, was achieved with 676 (88.0%) of the pupils in the evaluation sample successfully completing 12 or more items on the Balloons test.

Process Evaluation was conducted to monitor the record-keeping procedures of teachers. Telephone conferences and inspections of records were instrumental in assuring accuracy.

Recommendations: Based on the analysis of the criterion-referenced spring test performance for the Full Day Kindergarten program and the number of children served, it is strongly recommended that the program be continued in the 1992-93 school year. In addition, it is recommended that inservice meetings should be scheduled during a time period when most teachers are free to participate.

Elementary and Secondary Education Act--Chapter 2

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
FULL DAY KINDERGARTEN

1991-92

Program Description

The purpose of the 1991-92 Full Day Kindergarten (FDK) program was to improve the level of achievement of first-grade pupils by supplementing instruction at the kindergarten level. The results of a survey showed that respondents (parents and professional staff) ranked supplemental services to early childhood programs as the number one priority. The 1990-91 districtwide test results showed 51.6% of grade 1 pupils scored at or below the 36th percentile in reading. The FDK program was an expansion of the regular kindergarten program which was required by the state minimum standards.

Funding for this program was made available through the Elementary and Secondary Education Act - Chapter 2 of Title I. These funds were allocated for the school year 1991-92 to pay only for time beyond that required in the state minimum standards.

The FDK Program was designed to enhance pupils' personal growth and achievement; to give instruction in performing and creative arts, humanities, and ethics; to provide activities in physical fitness and health; and to give the pupils the experience of participating in community service projects. To accomplish this, the program provided an additional half-day of kindergarten experience for pupils to participate in more language enrichment activities and to have more opportunities to participate in activities of group learning. (ESEA Chapter 2 FY-92 Program Application, 1991).

The Full Day Kindergarten program was located in 14 elementary schools. Forty-six teachers served 952 pupils. Because Chapter 2 funded only the time beyond that required in the minimum standards, the 46 teachers served either half-time or quarter-time depending on their class assignment. (36 teachers were .5 full time equivalency (FTE) and 10 were .25 FTE teachers). This gave a full time equivalency (FTE) of 20.5 teachers in the program.

Schools Served by the Full Day Kindergarten Program

Brentnell	Fairwood	Salem
Clarfield	Fifth Avenue	South Mifflin
Douglas	Gladstone	Westgate
Linden Park	Hamilton	Windsor
Fair	Leawood	

Full Day Kindergarten teachers provided instruction for an average of 27.5 hours per week to pupils in the evaluation sample. Each teacher's class size was dependent upon assignment of pupils by the building administration. All kindergarten pupils within selected schools were served.

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Evaluation Design

Objective

One program objective was developed for the Full Day Kindergarten program as follows:

At least 50 percent of the kindergarten pupils who attend the program at least 80 percent of the instructional period will demonstrate an awareness of early concepts about print such that they will successfully complete at least 12 of 17 items on the Balloons test. Successful completion of at least 12 of 17 items is considered appropriate for promotion to grade 1.

For evaluation purposes, the instructional period for the Full Day Kindergarten program began on September 30, 1991, and continued through April 3, 1992. This gave 117 days for pupil service days (enrollment). Pupils must have attended at least 94 days (80%) during the time period to be in the evaluation sample for the criterion-referenced spring test analysis.

Instruments

The evaluation design provided for the collection of data in two areas of operation for the overall program: pupil demographic information and achievement information. In addition, data were collected for the orientation inservice meeting. Copies of the instruments used to collect the data can be found in the Appendixes A-F.

1. Pupil Census Instruments

Pupil Attendance Card. At the beginning of the 1991-92 school year, teachers used the regular Attendance Card provided by the Columbus Public Schools to keep pupil service data. They maintained pupil personal data (name, sex, birthdate, ethnicity or race, parent information, and health information) as well as school data regarding absences (full-day or half-day), grade, homeroom, and student number (see page 12, Appendix A for a sample).

Student Administrative Network (SAN) Report. During the 1991-92 school year, the Columbus Public Schools piloted and implemented a computer database system for enrollment and attendance record keeping for elementary schools. Six elementary schools piloted the system. All schools were required to maintain attendance records; but until the Student Administrative Network (SAN) system was fully implemented, schools used the regular Pupil Attendance Cards to record pupil information. By the end of the school year, all schools (not just the original six pilot schools) were required to have attendance and enrollment information key entered on the SAN system. A sample of the computer report can be found on page 14 of Appendix B.

Pupil Roster 1991-92. In February 1992 a computer-generated roster of kindergarten pupils sorted by school, teacher's social security number, and student name was sent to program teachers. They checked (X) all names of pupils enrolled and served during the 1991-92 school year (see page 16, Appendix C for a copy).

Pupil Data Sheet. The Pupil Data Sheet (see page 18, Appendix D) was developed to help the Department of Program Evaluation collect end-of-year summary data from teachers. The instrument was used to collect the following information: identification of pupils who were English speaking; subjective teacher ratings of pupil progress; the number of hours of instruction per week; the number of possible days scheduled; days of absence; and the score for Balloons, the criterion-referenced spring test.

2. Criterion-Referenced Spring Test Instrument

Balloons: A Concepts About Print Assessment. The Balloons test was selected from the Kindergarten Assessment Portfolio[1] which was developed and written for the Columbus Public School district, to measure pupils' concepts about print. Balloons, a trade book written by Nancy A. Stuck, a pseudonym for two program coordinators, is comprised of 17 tasks designed to measure pupils' concepts about print. These tasks were based solely on the research and two trade books by Dr. Marie M. Clay (1972, 1979, 1985).

The Concepts About Print tasks were administered to Full Day Kindergarten pupils as a criterion-referenced spring test. Spring tests were administered by program teachers during the week of April 6-10, 1992. See Table 1 for a description of the criterion-referenced spring test measure and Appendix E, pages 20-21, to see a copy of the criterion-referenced spring test scoring sheet.

Table 1

Description of Criterion-Referenced Spring Test
for the Chapter 2 Full Day Kindergarten Program
1991-92

	Criterion-Referenced Spring Test		
Grade	Test	Number of items	Recommended Criterion for Promotion to Grade 1
K	Balloons Tasks	17	12 of 17

In addition to the types of data specified in the evaluation design, data from the orientation inservice meeting and process evaluation, specifically teachers' record-keeping for days of scheduled service (enrollment) and days of service (attendance), were obtained and findings are discussed later in this report.

3. Inservice Evaluation Instrument

Orientation Inservice Evaluation Form. The locally developed Orientation Inservice Evaluation Form was designed to obtain teacher perceptions regarding the orientation inservice session. The form was administered to participants at the close of the orientation session held for Full Day Kindergarten teachers on August 21, 1991. For a copy of the form see pages 23-24, Appendix F.

Major Findings

The Chapter 2 Full Day Kindergarten program, which was an expansion of the regular Kindergarten program, was implemented to improve the level of achievement of first-grade pupils by providing an extra half-day of instruction at the kindergarten level. Findings from the pupil census information, analysis of the criterion-referenced spring test performance, inservice information, and process evaluation information are discussed in the following narrative.

Pupil Census Information

Four different instruments were used to collect pupil census information. These were described earlier in the Evaluation Design section of this report. Full Day Kindergarten program teachers kept attendance records, pupil rosters, and completed an end-of-the year summary form. Service information is given in Table 2.

Table 2 shows that a total of 952 pupils (472 girls and 480 boys) was served by the ESEA Chapter 2 Full Day Kindergarten program. Of the 952 pupils served, 939 (98.6%) were English speaking and 2 (0.2%) were identified as special education pupils. Of the 117 possible days to schedule instruction, the average days scheduled (enrollment) was 106.3. The average number of days pupils were served (attendance) was 98.9. Within the program, daily membership averaged 865.1 pupils served for an average of 27.5 hours of instruction per week.

The Pupil Data Sheet, which was used to collect the above information at the end of the year, also included teacher subjective ratings of pupil progress as pupils exited the program. The descriptors for the progress ratings were Much, Some, and None. Of the 952 pupils served in the program, 664 (69.7%) were rated by their teachers as making Much progress, 264 (27.7%) as making Some progress, and 24 (2.5%) as making no progress (None).

Criterion-Referenced Spring Test Information

The Full Day Kindergarten evaluation sample for the Balloons posttest, a criterion-referenced measure testing a pupil's concepts about print, was comprised of pupils who were in the treatment group (those who had attended 80 percent of the program days) and had a posttest score. Of the 952 pupils served, 775 (81.4%) met the attendance criterion for the treatment group, and 860 (90.3%) pupils met the criterion for the posttest. Of the pupils served, 768 (80.6%) made the evaluation sample by attending at least 80 percent of the program days and receiving the Balloons posttest.

The Concepts About Print tasks used for the posttest were based on the research of Clay (1985). However, instead of using Clay's trade books (1972, 1979) as the stimuli for the tasks, a new trade book Balloons was written and illustrated by two Federal and State Program coordinators, Burgin and Stuck, (1988) under the pseudonym, Nancy A. Stuck.

The criterion-referenced test of 17 items was designed for two purposes: to measure a pupil's understanding of concepts about print and to provide for the local school district's needs to measure children's progress. The test was individually administered and was scored by checking YES or NO according to each pupil's response. The pupil was asked to identify, by pointing, such things as the front cover of the book, any part of a page with text, the word "I," left to right movement across top line of print, the word "and," any place on page 6, one letter, and two words, etc. Another group of items asked the child to read and point.

To meet the performance criterion for Objective 1.0 at least 50 percent of the pupils had to have 12 of 17 items correct on the Balloons. This level of achievement was defined as being appropriate for a kindergarten pupil to be promoted to grade 1. The analysis of raw scores included minimum, maximum, median, mode and number and percent of pupils meeting the performance criterion.

Table 3 shows the results of the item analysis for the criterion-referenced test. Of the pupils in the evaluation sample, 337 (43.9%) completed all 17 items successfully, with the raw scores ranging from a minimum of 1.0 to a maximum of 17.0. The median score was 16.0 which included all pupils up to and

Table 2

Number of Pupils Served; Averages for Days Scheduled, Days Served, Daily Membership, and Hours of Instruction Per Week; and Pupils Attending 80% of Days Scheduled for Full Day Kindergarten Program
1991-92

Grade	Pupils Served			Average				Pupils Attending 80% of Days Scheduled	
	N	Girls	Boys	Days Scheduled[a]	Days Served[b]	Daily Membership	Hours of Instruction per Pupil per Week[c]	N	%
K	952	472	480	106.3	98.9	865.1	27.1	775	81.4

[a]Days scheduled included days the pupil was scheduled and NOT served, as well as days pupil WAS served. Scheduled days began September 30, 1991 and ended April 3, 1992.

[b]Days served were days the pupil actually received instruction.

[c]Full Day Kindergarten pupils could be served an average of 5.5 hours per day per week.

Table 3

Minimum, Maximum, Median, and Mode of the Number of Correct Responses (NCR) for the Criterion-Referenced Spring Test Raw Scores and Number and Percent of Pupils Meeting Criterion for the Full Day Kindergarten Program
1991-92

Grade	Sample			Criterion-Referenced Spring Test				Pupils Meeting Performance Criterion[a]	
						Median			
	N	Girls	Boys	Min.	Max.	NCR	Mode	N	%
K	768	384	384	1.0	17.0	16.0	17.0	676	88.0

[a]Number and Percent of Pupils scoring 12 of 17 items correct on the Balloons tasks.

including 56.1% of the sample. The mode (the most frequent score) was 17.0. The performance criteria for Objective 1.0 were met by 676 (88.0%) of the pupils in the evaluation sample. Therefore, Objective 1.0 was met.

Inservice Evaluation Information

An orientation meeting was held on August 21, 1991 to inform the Full Day Kindergarten teachers about program guidelines and funding. The Orientation Inservice Evaluation Form (see Appendix E, pages 23-24) was completed by program teachers.

At the orientation meeting, Full Day Kindergarten teachers were guided through the Kindergarten Assessment Portfolio which included an overview of the required instructional assessments and the evaluation requirement for the Balloons spring test. The orientation interim report was forwarded to Federal and State Programs and is available on request.

Of the program teachers attending the inservice meeting, 24 returned evaluation forms. Participants were asked to rate the statements on the Orientation Inservice Evaluation Form on a scale from strongly disagree (1) to strongly agree (5). Four of six questions pertained to the overall inservice meeting and received ratings ranging from 4.5, "There was time to ask questions," to 4.3, "Meeting was very worthwhile." Teachers were also asked three open-ended questions: a) What was the most valuable part of the meeting? b) What was the least valuable part of this meeting? and c) What additional information or topics would you like to see covered in future meetings? Of the three open-ended questions only one received 5 or more comments. This question dealt with the least valuable part of the meeting: Teachers said that they thought it was all valuable.

Process Evaluation Information

Process evaluation for the FDK program focused primarily on monitoring of records detailing pupil service. Because the Full Day Kindergarten (FDK) program was staffed with regular classroom teachers who were assigned to the FDK program for only a portion of their day, the regular Attendance Cards and the Student Administrative Network System Reports served as the instruments to collect program service data.

Process evaluation was accomplished by having all FDK Chapter 2 teachers submit a random sample of their attendance records for review in November, 1991 and again in February 1992. The sampling procedure consisted of program teachers alphabetizing the records of their pupils, selecting every third record, and submitting the records to their project evaluation specialist for review.

A checklist was used to record any problems noted with teachers' attendance-keeping procedures. The evaluation specialist highlighted problem areas on the records and made anecdotal notes when evaluating the data on the Attendance Cards or the SAN Reports. After the records were reviewed, teachers who had questionable records were scheduled for telephone conferences to discuss the problem(s). During these telephone conferences, any problems were discussed and ameliorated. Since the FDK program teachers were using their regular Attendance Cards and SAN procedures, the purpose of the review was, in part, to make sure records were, in fact, available.

In March 1992, Pupil Rosters were collected. See Appendix C, page 16 for sample. These were used to generate the Pupil Data Sheets for program pupils. Pupil Data Sheets provided summary information from the service records.

Summary

A total of 952 pupils was served for an average of 27.5 hours of instruction per week by the Chapter 2 Full Day Kindergarten program during the 1991-92 school year. Average daily membership in the overall program was 865.1. The average days scheduled (enrollment) per pupil was 106.3 days, and the average days served (attendance) per pupil was 98.9 days. Within the Chapter 2 FDK program, a total of 46 teachers served in 14 schools, with 36 serving half-time and 10 serving quarter-time. The full time equivalency was 20.5 funded teachers. The average number of pupils served per full time equivalency teacher was 46.4. Of the 952 pupils served, 775 pupils (81.4%) met the attendance criterion by attending at least 80 percent of the program days.

Results of the Balloons posttest analyses included the minimum, maximum, median, and mode of the raw scores and the number and percent of pupils meeting the performance criteria. The minimum raw score received was 1.0; the maximum was 17.0; the median was 16.0; and the mode was 17.0. Of the 768 pupils in the evaluation sample (i.e., those who met the attendance criterion and received the Balloons posttest), 676 (88.0%) successfully completed 12 or more items on the Balloons test.

The criterion for performance for the evaluation sample was that at least 50 percent of the kindergarten pupils who attend the program at least 80 percent of the instructional period will demonstrate an awareness of early concepts about print such that they will successfully complete at least 12 of 17 items on the Balloons test. Successful completion of at least 12 of 17 items is considered appropriate for promotion to grade 1.

Since 676 (88.0%) pupils in the evaluation sample met the criteria for the objective, Objective 1.0 was met.

One inservice meeting (orientation) was held for Full Day Kindergarten teachers. The inservice interim report was forwarded to Federal and State Programs and is available on request.

Process evaluation was accomplished for the program by reviewing a random sample of attendance records during November 1991 and February 1992. The purpose of the review was, in part, to make sure records were, in fact, available. In March 1992, Pupil Rosters were collected from which the Pupil Data Sheets were generated. These sheets provided summary information from the service records.

Recommendations

Based on the analyses of the criterion-referenced spring test performance for the Full Day Kindergarten program, it is strongly recommended that the program be continued in the 1992-93 school year. Two specific recommendations follows:

1. Inservice meetings should be scheduled during a time period when most teachers are free to participate. Release-time during the school year is difficult to obtain because it involves assigning of substitute teachers to cover classes.

2. The FDK program served 952 pupils. The program goal was to enhance personal excellence of students and student achievement by giving an extra half-day of instruction. It is strongly recommended that this program be continued based on the results and the number of pupils served.

References

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Clay, M. M. (1979). Stones. Aukland: Heinemann Education Books.

Clay, M. M. (1985). The early detection of reading difficulties (3rd ed.). Aukland: Heinemann Education Books.

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Footnote

[1]The Kindergarten Assessment Team under the direction of the Division of Curriculum and Instruction, Early Childhood Education Department, developed a packet of instruments called the Kindergarten Assessment Portfolio. This portfolio was written for the Columbus City School District under the direction of the Competency Based Education Department, Federal and State Programs and in conjunction with the Department of Program Evaluation in Summer 1991. The purpose of the packet of instruments was to assist the teacher in forming an accurate portrait of the total child.

Appendix A

Pupil Attendance Card

Attendance Card with Program Code (92001 FDK) and Bracketed
Program Start and End Dates for Evaluation Purposes

ATTENDANCE CARD 92001 FDK **COLUMBUS PUBLIC SCHOOLS**

(= full day absence. / = A.M. absence. \ = P.M. absence. N.L. _____

Dr	Last	First	MI	Primary	School	Homeroom	Grade
Parent or Guardian			St	Zone		Route (Bus)	Stop
Address			City	Siblings	Telephone		Business

1991 - 92	M T W Th F M T W Th F M T W Th F M T W Th F	Summary
Aug. 26 - Sept. 20	M M 28 29 30 H 3 4 5 6 9 10 11 12 13 16 17 18 19 20	Tardy Pres Abs
Sept. 23 - Oct. 18	23 24 25 26 27 30 1 2 3 4 7 8 9 10 11 14 15 16 17 M	1
Oct. 21 - Nov. 15	21 22 23 24 25 28 29 30 31 1 4 5 6 7 8 11 12 13 14 IPC	2
Nov. 18 - Dec. 13	18 19 20 21 22 25 26 27 H N 2 3 4 5 6 9 10 11 12 13	S
Dec. 16 - Jan. 17	16 17 18 19 20 N N N N N 6 7 8 9 10 13 14 15 16 17	3
Jan. 20 - Feb. 14	H 21 22 23 24 27 28 29 30 31 3 4 5 6 7 10 11 12 13 IPC	4
Feb. 17 - Mar. 13	17 18 19 20 21 24 25 26 27 28 2 3 4 5 6 9 10 11 12 13	S
Mar. 16 - Apr. 10	16 17 18 19 20 23 24 25 26 27 30 31 1 2 3 6 7 8 9 10	Y
Apr. 13 - May 8	13 14 15 16 N N N N N N 27 28 29 30 1 4 5 6 7 8	
May 11 - June 5	11 12 13 14 15 18 19 20 21 22 H 26 27 28 29 1 2 3 4 R	

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Appendix B

Student Administrative Network Report:
Absence Totals in Homeroom/Name Sequence

AT_TOTAL Douglas Alternative Elementary School

Page: 8 Absence Totals in Homeroom/Name Sequence 04/10/1992 07:27:48
From 09/30/1991 To 04/03/1992

Student Number	Student Name	Grade	Home Room	Last Trans In Date	Counted Absences	Not Counted Absences	Tardy
[redacted]	[redacted], BRANDON	00	[redacted]	08/28/1991	4.00	0.00	0.00
[redacted]	[redacted], AMANDA	00	[redacted]	08/28/1991	1.00	0.00	0.00
[redacted]	[redacted], HILARY	00	[redacted]	08/28/1991	0.00	0.00	0.00
[redacted]	[redacted], ANTOINE	00	[redacted]	08/28/1991	14.50	0.00	1.00
[redacted]	[redacted], DAIN	00	[redacted]	08/28/1991	4.00	0.00	0.00
[redacted]	[redacted], DARELL	00	[redacted]	08/28/1991	17.50	0.00	3.00
[redacted]	[redacted], SANEQUA	00	[redacted]	09/03/1991	6.00	0.00	3.00
[redacted]	[redacted], JASON	00	[redacted]	08/28/1991	0.00	0.00	0.00
[redacted]	[redacted], GARL	00	[redacted]	08/28/1991	5.00	0.00	3.00
TOTALS FOR HOMEROOM F101					170.00	0.00	37.00
[redacted]	[redacted], RAYLON	00	[redacted]	08/28/1991	7.50	0.00	0.00
[redacted]	[redacted], LILLIE	00	[redacted]	08/28/1991	17.50	0.00	0.00
[redacted]	[redacted], SHANE	00	[redacted]	08/28/1991	5.00	0.00	1.00
[redacted]	[redacted], DOUGLA	00	[redacted]	08/28/1991	9.00	0.00	0.00
[redacted]	[redacted], EVAN	00	[redacted]	08/28/1991	3.50	0.00	3.00
[redacted]	[redacted], DAVID	00	[redacted]	08/28/1991	6.50	0.00	1.00
[redacted]	[redacted], ALLYSON	00	[redacted]	08/28/1991	11.00	0.00	4.00
[redacted]	[redacted], SARAH	00	[redacted]	08/28/1991	1.00	0.00	1.00
[redacted]	[redacted], JACOB	00	[redacted]	08/28/1991	6.00	0.00	1.00
[redacted]	[redacted], JILLIAN	00	[redacted]	08/28/1991	4.50	0.00	1.00
[redacted]	[redacted], DEZJUAN	00	[redacted]	08/29/1991	8.00	0.00	1.00
[redacted]	[redacted], PATRICK	00	[redacted]	08/28/1991	2.50	0.00	0.00
[redacted]	[redacted], GEORGE	00	[redacted]	08/28/1991	5.00	0.00	0.00
[redacted]	[redacted], SHANIKA	00	[redacted]	08/28/1991	1.00	0.00	0.00
[redacted]	[redacted], ANDRE	00	[redacted]	08/28/1991	6.50	0.00	0.00
[redacted]	[redacted], DATES	00	[redacted]	08/28/1991	3.00	0.00	1.00
[redacted]	[redacted], BRANDO	00	[redacted]	08/28/1991	8.00	0.00	0.00
[redacted]	[redacted], ETHAN	00	[redacted]	08/28/1991	14.00	0.00	0.00
[redacted]	[redacted], JUSTIN	00	[redacted]	08/28/1991	8.00	0.00	0.00
[redacted]	[redacted], CHRISTOP	00	[redacted]	08/28/1991	18.00	0.00	0.00
[redacted]	[redacted], ALICE	00	[redacted]	08/28/1991	6.00	0.00	0.00
[redacted]	[redacted], DAVID	00	[redacted]	08/28/1991	5.00	0.00	0.00
[redacted]	[redacted], CAROLINE	00	[redacted]	08/28/1991	8.00	0.00	0.00
[redacted]	[redacted], SEMAJ	00	[redacted]	08/28/1991	13.00	0.00	1.00
[redacted]	[redacted], JOSEP	00	[redacted]	08/28/1991	20.00	0.00	3.00
TOTALS FOR HOMEROOM F102					197.50	0.00	18.00
GRAND TOTALS					2011.50	1.00	508.00

Total students printed = 361

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Appendix C

Pupil Roster 1991-92

INSTRUCTIONS Put the letter x on the line to the left of the name of any pupil you served any time this year in this program Add pupils as necessary

COLUMBUS PUBLIC SCHOOLS
COMPENSATORY EDUCATION PROGRAM

PUPIL ROSTER 1991 92
SORTED BY NAME WITHIN GRADE

PREPARED BY
OFFICE OF THE DEPUTY SUPERINTENDENT
DEPARTMENT OF PROGRAM EVALUATION

06 56 Tuesday, February 18, 1992

PROGRAM-92001 FULL DAY KINDERGARTN SCHOOL-631 [redacted] ES SSN [redacted] TEACHER-[redacted]

SERVED (X)	LAST	FIRST	MI	STUDENT NUMBER	GR	BIRTH DATE	RACE	SEX
	[redacted]	ADRIA	R	[redacted]	00	051186	1	F
		PETER	P		00	112485	2	M
		DORIAN			00	0 0	2	M
		HAMP	D		00	0 0	2	M
		BRANDON	M		00	072686	1	M
		KACHINA	A		00	090986	2	F
		TIFFANY	N		00	042386	2	F
		JAMES			00	0 0	2	M
		RUSSEL	R		00	042186	1	M
		MARK	A		00	012986	1	M
		ANTHONY	C		00	081486	2	M
		ANTHONY	L		00	050686	2	M
		JAYMELL	C		00	112385	2	M
		TYRONE	D		00	051786	2	M
		GENE	E		00	092586	1	M
		DENNIS	D		00	042086	2	M
		MARQUISE	L		00	021886	2	M
		DANGELA	C		00	110285	2	F
		VICTORIA	J		00	0 0	2	F
		WILLIAM	M		00	092586	2	M
		TIARRA	W		00	050386	2	F
		JERRICA	G		00	050686	2	F
		CAMERON	I		00	090686	2	M
		RAECHELLE	J		00	012486	2	F
		KEARIA	M		00	112385	2	F
		DAVID	W		00	123185	2	M
		WHITNEY	B		00	101485	1	F
		ERIC	J		00	070686	2	M
		TIFFANY	N		00	083185	2	F
		CASSANDRA			00	0 0	1	F
		BRENT	M		00	050786	1	M
		KYLE	C		00	082886	2	M
		TARRA	R		00	091186	2	F
		JASON	I		00	011886	2	M
		AMANDA	I		00	020186	1	F
		TYLER	W		00	042586	2	M
		CHIVAELA	M		00	100785	2	F
		CHRISTINA	L		00	100385	2	F
		SALLY	D		00	090486	1	F
		TYROME	J		00	021586	2	M
		MICHAEL	E		00	071586	1	M
		DAVID	M		00	092285	1	M
		SARAH	D		00	123085	1	F

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Appendix D

Pupil Data Sheet

Columbus Public Schools
Compensatory Education Programs

April 15, 1992
13:53

SHEET 1

PUPIL DATA SHEET

SCHOOL CODE 340 [redacted]

PROGRAM CODE 92001
FULL DAY KINDERGARTN

SSN [redacted]

1. STUDENT NAME [redacted] SONYA M
2. STUDENT NO. [redacted] GRADE 00 BIRTHDATE 11 04 85
3. PUPIL PROGRESS NONE SOME MUCH
4. HOURS PER WEEK OF INSTRUCTION |___|___| . |___|

5. IS THIS PUPIL ENGLISH SPEAKING? NO YES

ATTENDENCE CARD METHOD ONLY:

THRU 04-03-92

6. NUMBER OF DAYS SERVICE SCHEDULED (CAREFULLY READ INSTRUCTIONS) |___|___|___|
7. NUMBER OF FULL DAY ABSENCES (i.e., X) (CAREFULLY READ INSTRUCTIONS) |___|___|___|
8. NUMBER OF HALF DAY ABSENCES (i.e., \,/) (CAREFULLY READ INSTRUCTIONS) |___|___|___|

SAN SYSTEM METHOD ONLY:

THRU 04-03-92

9. NUMBER OF DAYS SERVICE SCHEDULED (CAREFULLY READ INSTRUCTIONS) |___|___|___|
10. NUMBER OF DAYS ABSENT (CAREFULLY READ INSTRUCTIONS) |___|___|___| . |___|

BALLOONS TEST:

11. BALLOONS SCORE |___|___| OF POSSIBLE 17.

Prepared by
Office of the Deputy Superintendent
Department of Program Evaluation

Appendix E

Scoring Sheet for *Balloons*

SCORING SHEET FOR BALLOONS

Name _____ School _____

Date _____ Room _____

PROCEDURES	DIRECTIONS	CRITERIA	YES	NO	OBJECTIVES
Hold the book vertically by the outside edge, spine toward the child.	"I'm going to read this book to you, but I want you to help me." "Show me the front of the book."	Child must point to front cover of the book.			Child knows front from back of book.
READ THE TITLE OF THE BOOK					
Open the book to page 2.	"I'll read this story. You help me. Show me where to start reading."	Child must point to any part of the page with text.			Child knows that the print, not the picture, carries the message.
READ PAGE 2					
Turn to page 4/5	"Where do I start to read?"	Child must point to the word "I".			Child knows to begin reading at top left of the print.
	"Which way do I go?"	Child must indicate left to right movement across top line of print.			Child knows left to right movement.
	"Where do I go next?"	Child must point to the word "and".			Child knows return sweep.
READ PAGE 4 AND MODEL POINTING					
Turn to page 6/7	"Where do I start to read?"	Child must point to any place on page 6.			Child knows that left page is read before right page.
READ PAGE 6 AND MODEL POINTING					
Point to page 7	"You point while I read this page."	Child must point to each word as it is read slowly.			Child knows one-to-one word match.
READ PAGE 7					

PROCEDURES	DIRECTIONS	CRITERIA	YES	NO	OBJECTIVES
Turn to page 9	"You point while I read."	Child must point to each word as it is read slowly.			Child knows one-to-one word match.
READ PAGE 9					
Turn to page 11	"Now you point and read."	Child must read and point correctly to each word as he reads it.			Child knows one-to-one word match and is able to read accurately.
Turn to page 13	"You point and read."	Child must read and correctly point, etc.			Same as above.
Turn to page 14	"You point and read."	Child must read and correctly point, etc.			Same as above.
Turn to page 15	"You point and read."	Child must read accurately.			Child is able to read accurately.
READ PAGE 17					
Teacher directs student to move cards to complete each task. DEMONSTRATE					
Place the cards outside the print.	"Move these cards and show me one letter."	Child must show one letter only.			Child knows concept of a letter.
Place the cards outside the print.	"Move these cards and show me two letters."	Child must show two letters only.			Child knows concept of two letters.
Place the cards outside the print.	"Move these cards and show me one word."	Child must show one word only.			Child knows concept of a word.
Place the cards outside the print.	"Move these cards and show me two words."	Child must show two words only.			Child knows concept of two words.
Place the cards outside the print.	"Move these cards and show me a 'capital' or 'upper case' letter.	Child must show the capital letter.			Child knows concept of capital letter.
		Total Number of 'YES' Responses			

Appendix F

Orientation Inservice Evaluation Form

ESEA CHAPTER 1, CHAPTER 2, AND DPPF
ORIENTATION INSERVICE EVALUATION FORM
1991-92 ORIENTATION

Date of Orientation Meeting _____ A.M.___ P.M.___

Circle only the program(s) you are in:

ESEA Chapter 2 Program:
(1) FDK

ESEA Chapter 1 Programs:
(2) ADK
(3) Reading-Elementary (2-5)
(4) Mathematics-Elementary (3-5)
(5) Reading-Middle School (6-8)
(6) Mathematics-Middle School (6-8)
(7) N or D (1-12)
(8) Nonpublic (1-8)
(9) Reading Recovery (1)
(10) Chap. 1 Early Literacy (1-2)

DPPF Programs:
(11) Instructional Assistant - K
(12) Instructional Assistant - 1
(13) Early Literacy (2)

Other (Specify)
(14) _____

Circle the number that indicates the extent to which you agree with statements 1-4, in rating the overall day of inservice.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I think this was a very worthwhile inservice.	5	4	3	2	1
2. The information presented in this inservice will assist me in my program.	5	4	3	2	1
3. There was time to ask questions pertaining to the presentations.	5	4	3	2	1
4. Questions were answered adequately.	5	4	3	2	1

Circle the number that indicates how you would rate each of the following portions of today's inservice in regard to interest and usefulness of presentations.

	Superior	Excellent	Good	Fair	Poor
5. Program Coordinators' Presentation					
a. Interest	5	4	3	2	1
b. Usefulness	5	4	3	2	1
c. Clarity of instructions	5	4	3	2	1

Please turn over for questions 6-9

	Superior	Excellent	Good	Fair	Poor
6. Evaluation Presentation					
a. Interest	5	4	3	2	1
b. Usefulness	5	4	3	2	1
c. Clarity of instructions	5	4	3	2	1

7. What was the most valuable part of this meeting? _____

_____

8. What was the least valuable part of this meeting? _____

_____

9. What additional information or topics would you like to see covered in future meetings? _____

_____